



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number HIS 113	Course Title World History Since 1500	Credits 3
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Hours: Lecture/Lab/Other 3/0/0	Co- or Pre-requisite ENG 101	Implementation Semester & Year Fall 2022
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Catalog description: Survey of world history from 1500 to the present, examining the development of societies in Asia, Europe, Africa, the Americas, and Oceania. Charts the development of individual societies in the Modern Age by focusing on interactions among diverse cultures and the driving forces of changes such as industrialization/technology, nationalism and colonization/de-colonization.

General Education Category:
Goal 6: Humanities
Goal 7: Historical Perspective
Goal 8: Diversity and Global Perspective

Course coordinator: Padhraig Higgins, higginsp@mccc.edu, ext. 3495

Required texts & Other materials:

Jeremy Adelman, Elizabeth Pollard, Clifford Rosenberg, and Robert Tignor, *Worlds Together, Worlds Apart*
Volume Two: From 1000 CE to the Present, Concise 3rd edition

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context. (ILG 1, 5, 6,7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions; individual writing assignments]*
2. analyze and interpret primary sources (whether they seem more “historical,” “literary,” or “philosophical”) and use them as evidence to support historical arguments. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; small and large-group discussions]*
3. identify and describe the significance of major figures, ideas, and events of World History. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: quizzes; individual writing assignments]*
4. describe and analyze the context of major movements, trends, and developments of World History. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; individual writing assignments]*
5. discuss with authority, either in writing or verbally, the historical forces (e.g., religion, economics, politics, social stratification, gender, individual actors, technology, nature, intellectual and

aesthetic thought, etc.) behind the major movements, trends, and developments of World History. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay; individual writing assignments]*

6. use information technologies in acquiring new knowledge and perspective. (ILG 4, 7, 10, 11) *[Methods of assessment: Digital History project; essay]*
7. construct an historical essay that presents a clear thesis, a persuasive argument, and uses detailed historical evidence. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: Essay]*
8. analyze other time periods and cultures with little or no ethnocentrism or modernism, thus displaying a sense of informed perspective and a deeper appreciation of the common threads of human nature. (ILG 1, 5, 6, 7, 8, 9) *[Methods of assessment: small and large-group discussions; individual writing assignments]*

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Introduction to the Scope and Sources of World History (SLO 1-8; ILG 1, 5-11)

Learning Objectives:

- Understand the importance of understanding World History.
- Demonstrate an understanding of the periodization and chronology of the course.
- Identify primary vs. secondary sources and discuss the uses and limitations of each.

Unit I: Exploration and Global Connections [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Discuss the characteristics that distinguish the making of the Early Modern World.
- Assess technological and cultural preconditions to European exploration.
- Discuss the effect of the Columbian exchange on the Old and New Worlds.
- Analyze European attitudes toward New World peoples and culture.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the Letters of Columbus.

Unit II: European Reformations and State-Building [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Explain the social and religious background of the Reformation and trace the course of the Lutheran Reformation in Germany.
- Discuss the Catholic Counter-Reformation and the religious warfare and social and political strife engulfing Europe.
- Evaluate the causes and effects of the Thirty Years' War.
- Identify the causes and long-term consequences of the English Civil War.
- Understand the process of state-building and the rise of theories of absolutism.
- Assess a selection of literary, historical and artistic primary sources from the age of Absolutism, including, but not limited to Martin Luther, *Sermon at the Castle Pleissenburg* and James I on *The Divine Right of Kings*.

Unit III: Tradition and Change in East Asia [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Describe in general terms the population, agriculture, and commerce of Ming and Qing China.
- Explain the role of Scholar-bureaucrats and the examination system under the Qing dynasty.
- Analyze the Confucian tradition and new cultural influences that transformed this tradition.
- Discuss the unification of Japan under the Tokugawa Shogunate.
- Describe the life and role of the urban samurai and the Tokugawa "Great Peace".
- Discuss the role of China in Korean and Vietnamese history.
- Evaluate the influence of Christianity and cultural encounters with Europeans on East Asia.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Manifesto of Accession as First Ming Emperor*.

Unit IV: Islamic Empires [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Explain Ottoman, Safavid, and Mughal state organization.
- Describe and compare Ottoman, Safavid, and Mughal society and culture.
- Analyze the networks of world trade in the Indian Ocean and the importance of this trade to the Islamic empires.
- Discuss the ways in which religious diversity created challenges to the rule of the empires.
- Outline the course of early European impingement on the Islamic world.
- Describe in general terms the Islamic periphery in Central and Southeast Asia.
- Discuss the patterns of cultural patronage of the Islamic Emperors.
- Explain the deterioration of imperial leadership from the sixteenth to eighteenth centuries.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Sidi Ali Reis, *Mirat ul Memalik*.

Unit V: New World Empires [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Describe the process of economic and cultural exchange during this period.
- Analyze the effects of European expansion and conquest.
- Explain the ideas of the relationships between state and economic theories, such as Mercantilism.
- Outline the Spanish conquest of the Americas.
- Discuss the organization of labor and commerce in the Spanish Empire.
- Outline the establishment of the Portuguese colony of Brazil.
- Trace the establishment of French and British colonies in the Americas.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Bernal Díaz del Castillo's *The True History of the Conquest of New Spain*.

Unit VI: Africa and the Atlantic Slave Trade [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Outline the spread of Islam and Christianity in early modern Africa.
- Discuss the impact of the incursion of Europeans in Africa before 1800.
- Analyze the role of trade in the formation and dissolution of empires in Central and West Africa.
- Compare and contrast forms of slavery in Africa and in the Americas.
- Understand the rise of the Atlantic World and centrality of the Slave trade and slave labor to the emergence of this new economic, political, and cultural configuration.
- Discuss the transatlantic slave trade, Africa's role in it, and the impact of the trade on Africa.
- Describe the development of the plantation system and the uses of African slave labor in the Americas.
- Discuss the experience of the African Diaspora.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Olaudah Equiano's *Interesting Narrative of the Life of Olaudah Equiano*, or *Gustavus Vassa, the African*.

Unit VII: Scientific Revolution and Enlightenment [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Describe the broad historical preconditions and environment leading to Copernicus's theoretical explorations.
- Analyze the effects of science on the social and philosophical order.
- Explain the development of scientific methods, disciplines, and standards.
- Understand the influence of the Scientific Revolution on the Enlightenment and be able to explain what the idea of Enlightenment encompasses. Analyze the ideas of the leading *philosophes*.
- Assess the broader influence of Enlightenment ideas on European society and the social and cultural contexts in which these ideas were encountered.
- Examine the centrality of understandings of gender and race to Enlightenment ideas.
- Explain the concept of Enlightened Absolutism and the social and political reforms associated with this period.
- Assess a selection of literary, historical and artistic primary sources from the Enlightenment, including, but not limited to Galileo Galilei, *Letter to the Grand Duchess Christina* and Voltaire's *Candide*.

Unit VIII: Atlantic Revolutions [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Outline the course of resistance and revolution in the British North American colonies.
- Relate the ideas of the Enlightenment to the crisis in Old Regime politics and society.
- Explain the short- and long-term causes of the French Revolution.
- Understand the chronology of the French Revolution and key events from 1789 to 1799.
- Assess the role of culture and gender in the course of the French Revolution.
- Understand the international context of the French Revolution and compare it to other revolutionary movements during this period.
- Assess the rise of Napoleon and his impact on the Revolution and broader European politics.
- Describe the Wars of Liberation in Latin America, and Brazil's peaceful move toward independence.
- Summarize the history of the Abolitionist movement and the demise of transatlantic slavery.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Declaration of Independence* and the *Declaration of the Rights of Man and the Citizen*.

Unit IX: Industry, Ideology, and their Global Impact [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Assess the conditions favoring an Industrial Revolution in Britain.
- Understand the spread and social impact of the Industrial Revolution.
- Describe the key technological innovations of the period as well as the cultural context of these innovations.
- Evaluate the impact of the Revolution on the emerging class of factory workers and ways in which gender and class shaped Industrial society.
- Analyze the global impact of the industry and the relation between Empire and Industrialization.
- Explain the various ideologies that emerged during the nineteenth century, such as liberalism, socialism, conservatism, and nationalism.
- Understand the goals of the Congress of Vienna and the new European order that emerges after 1815.
- Examine the political consequences of new ideologies in the various nationalist and liberal movements from 1820-1846.
- Describe the process of national unification in Italy and Germany between 1848 and 1871.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to John Stuart Mill, *On Liberty* and Karl Marx, *The Communist Manifesto*.

Unit X: Nation Building in North and South America [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Describe some of the major problems Latin Americans faced following the wars of Independence.
- Examine the process of state-building in the Americas through a focus on westward expansion and civil war in the United States, the Mexican-American War, and the consolidation and expansion of Canada.
- Discuss the factors leading to an economy of dependence.
- Trace the emergence of authoritarian regimes in Argentina.
- Analyze the causes and consequences of revolution in Mexico.
- Discuss slavery in Brazil and its abolition and describe the building of a non-slave economy in Brazil.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Simón de Bolívar, *Message to the Congress of Angostura*.

Unit XI: Confrontation and Adaptation in Eastern and Southern Asia [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Describe the decline and fall of China's last dynasty.
- Analyze the origins and impact of the Opium trade on China.
- Discuss the Taiping Rebellion the rise of the "self-strengthening" movement.
- Outline the impact of British rule in India, the consequences of the 1857 rebellion, and the rise of Indian nationalism.
- Explain the causes and consequences of the overthrow of the Tokugawa Shogunate and the rise of a modernizing state in Japan.
- Compare and contrast the reactions of Japan, China, and India to Western incursions.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Lin Zexu's *Letter to Queen Victoria*.

Unit XII: Global Empires in West Asia and Africa [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Understand the causes of European Imperial expansion during this period.

- Discuss the process of reform and rebellion in the Ottoman Empire, including the Tanzimat and the Young Turks.
- Explain the rise of Arab nationalism in West Asia.
- Describe the economic, religious and racial ideologies that underpinned European imperialism and analyze the consequences of empire.
- Analyze the character of European imperialism in a variety of contexts.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to the *Tanzimat Rescripts*.

Unit XIII: The Great War and Russian Revolutions [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Explain the immediate origins and course of World War I.
- Discuss the causes and consequences of the Bolshevik Revolution in Russia.
- Analyze the Versailles Treaty and its legacies.
- Analyze the experience on the Home Front and the ways in which the war impacted women.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Erich Maria Remarque's *All Quiet on the Western Front*.

Unit XIV: The Interwar Years: Anxieties and Ideologies [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Examine the economic and political disorder in the post-Great War years.
- Analyze the Soviet Union's far-reaching political and economic experiment.
- Discuss Fascism in Mussolini's Italy.
- Describe the Weimar Republic's efforts to create a stable, democratic Germany.
- Explain factors contributing to the Great Depression.
- Compare the coalition governments of the Right and the Left in the National Government of Britain and the Popular Front of France.
- Summarize the Nazi seizure of power in Germany and its effects.
- Discuss central economic planning in Italian Fascist "corporatism" and the Soviet Five Year Plans.
- Discuss the consolidation of Soviet power, and planned industrialism, agricultural collectivization, and purges in the Soviet Communist Party and army under Stalin.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Benito Mussolini's *What is Fascism?*

Unit XV: World War II and the Holocaust [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Outline the long-term and immediate causes of World War II.
- Describe the main events and battles of the war.
- Analyze Nazi racism and the Holocaust.
- Compare the impact of the war on the different peoples of Europe, with particular attention to minorities.
- Discuss wartime diplomatic relations and plans for the postwar world.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Primo Levi's *Survival In Auschwitz*.

Unit XVI: The Cold War in Global Context [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Analyze the origins of the Cold War and the division of Europe into rival eastern and western blocs.
- Outline significant Cold War conflicts, including the Three Crises of 1956, the Cuban missile crisis, and the Korean and Vietnam wars.
- Discuss the process of decolonization.
- Summarize political and economic developments in western Europe, particularly the emergence of the European Union.
- Describe the revolutions of 1989, the collapse of the Soviet Union, and civil war in Yugoslavia.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Winston S. Churchill, "Iron Curtain Speech" or the *Constitution of Japan*.

Unit XVII: Upheavals in Asia, 1945- Present [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Analyze the course of independence and partition on the Indian subcontinent.
- Discuss the successive Nationalist and Communist unifications of China.
- Explain the causes and consequences of China's republican revolution and the ideological ferment of the May Fourth Movement.
- Describe Japan's economic growth, the rise of political parties, and the rise of militarism in the 1930s.
- Discuss Taiwan's relationship with mainland China.
- Identify the factors contributing to Taiwan's rapid industrialization.
- Describe the shift from government by generals to government by the people in South Korea.
- Discuss the wars in Vietnam and their aftermath.
- Trace the transition to a market economy under the dictatorship of the Communist Party in China.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Quotations from Chairman Mao*.

Unit XVIII: Reform and Revolution in Latin America [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Describe postcolonial progress and problems in Latin America.
- Discuss the persistence of economic dependency in Latin America.
- Compare and contrast the experience of Latin American nations under democracy and dictatorship.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to Eva Peron, *In My Own Words*.

Unit XIX: Decolonization and Globalization [SLO 1-8; ILG 1, 4-11]

The student will be able to:

- Discuss post-colonialism and the future of a multicultural world.
- Provide an overview of the Arab-Israeli conflict and the Palestinian cause.
- Discuss the relationship between Islamism and politics.
- Explain the dynamics of superpower rivalry and the global trend towards democratization
- Comment on some of the problems and questions raised by terrorism.
- Discuss the expansion and contraction of the European welfare state.
- Compare the changing roles and aspirations of women in a variety of different national contexts.
- Describe the rapid growth of Western Europe's consumer economy.
- Analyze the ongoing role of religion in Western political and intellectual life.
- Examine the particular problems confronting European social, political, and economic development within the contemporary Western and world orders.

- Assess how the relationship between Western Europe and the United States changed with the end of the Cold War.
- Discuss the history and actions of radical political Islamism.
- Assess a selection of literary, historical and artistic primary sources from this period, including, but not limited to *Israel-PLO Declaration of Principles on Interim Self-Government Arrangements*.

Evaluation of student learning:

Instructors have some discretion in determining the format and content of required work. However, written and verbal assignments in any history course are designed to help students develop the General Education skills (historical perspective, critical thinking, information literacy, writing, and public speaking) listed above. Instructors will emphasize these goals in their assignments and should state them in their written and verbal instructions to the students.

History courses will, therefore, utilize essay examinations, written reports and oral presentations as standard methods of assessing student learning. Below are the parameters within which instructors may operate:

Reading Assignments

- ♦ Textbook as well as primary documents will be clearly assigned to the students

Exams & Quizzes

- ♦ At least two (2), one-hour exams
- ♦ A final exam
- ♦ Exams should include at least a short essay component.

Writing Assignments (to assess discipline specific knowledge, communication skills, and critical thinking skills). Students are expected to develop the ability to construct narratives—written or verbal or both—that clearly present their own thesis based on solid evidence that has been thoroughly and critically evaluated. Students are directed in developing competencies in accumulating evidence from a variety of sources, assessing the validity of the evidence, and extracting substantive generalizations from what they have discovered (Information Literacy).

A minimum of two (2), but preferable three (3), writing assignments:

- At least one (1) essay should concentrate on primary documents
- At least one (1) one assignment should incorporate library or internet research or both; this assignment may be a term paper or group presentation or some other type of project
- Length of the essays may be determined by the instructor; short (e.g., two-three page) essays are acceptable
- Writing assignments should all be designed to develop student learning outcomes in critical thinking, information literacy, and writing

For further tips on the preparation of class assignments, see the document, Tamara Hunt, “Making Assignments in the Western Civilization Classroom: Papers, Reports, Projects.” In *Instructor’s Guide to Accompany The Making of the West: Peoples and Cultures* by Lynn Hunt, et. al. pp. 142–146. New York: Bedford/St. Martin’s Press, 2001.